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EDU 6710 C07- The Enduring Legacy of the American Revolution – Freedom

Women Abolitionists: Heroines of Freedom

Spring 2009

10th grade

Final Project

I propose a unit of study for high school U.S. history students which will examine the overlooked role of women, both black and white, in the antislavery movement before the Civil War. Through this unit students will examine not only these women's role in ending slavery, but also their role in expanding and enhancing their own freedom. This unit will focus on significant individuals as well as the broader women's role in this movement, and the motivations, obstacles, means, achievements, and legacy of these women and the broader women's role in the antislavery movement.

The impact of this seminar has been significant. I have gained an awareness and understanding of aspects of history that are routinely overlooked: the role of women and minorities. I was particularly struck by Beth Salerno's book Sister Societies and her presentation. She opened my mind to the incredible steps women, both black and white, were taking in antebellum America to ensure the freedom of slaves, as well as to expand and enhance their own freedom. I am excited and enthusiastic to expose and inform my students to the remarkable work of these women as I have been.

Central Questions:

- What defines a heroine?
- What was the traditional or expected role of women in northern society at this time?
- How did these expectations create obstacles for women's involvement in the antislavery movement? How did they overcome these obstacles?
- What motivated women to become involved in the antislavery movement?
- How did women work to achieve their goals?
- What achievements did women make? What was the enduring legacy of these achievements?

Challenge Questions:

- How did the work women did during the antislavery movement lead to and help women during the women's rights movement of the late 19th and early 20th centuries?

Lesson Length: Approximately 3-5 80 minute blocks

Key Ideas:

- Women, both black and white, played an integral role in the antislavery movement.
- Women broke through societal barriers in their work in the antislavery movement. (e.g. women were able to meet together and organize outside the home, meet and organize with men, become involved in the political process through letters and petitions)
- The work women did to abolish slavery expanded and enhanced their own freedoms. (e.g. women took on greater roles in society outside the home-see *above*)
- Women are heroines of not only the freedom of enslaved blacks, but their own freedom as well.

Intended Learning Outcomes:

- Students will demonstrate an understanding of the role women played in the antislavery movement before the Civil War through their oral presentation with visual aids.
- Students will demonstrate an understanding of the difficulties women faced in achieving their goals due to societal beliefs through their oral presentation with visual aids.
- Students demonstrate an understanding of how and why women are heroines not only of the freedom of enslaved blacks, but their own freedom as well through their oral presentation with visual aids.

National History Standards:

- Standards in Historical Thinking
 - Standard 2: Historical Comprehension
 - Standard 3: Historical Analysis and Interpretation
- United States History Standards
 - Era 4, Standard 3: The extension, restriction, and reorganization of political democracy after 1800
 - Era 4, Standard 4: The sources and character of cultural, religious, and social reform movements in the antebellum period
 - Era 5, Standard 1: The causes of the Civil War

Vermont Standards:

- History and Social Sciences Standards
 - 6.1 Students examine complex webs of causes and effects in relations to events in order to generalize about the workings of human societies, and they apply their findings to problems.
 - 6.3 Students analyze knowledge as a collection of selected facts and interpretations based on a particular historical or social setting.
 - 6.11 Students analyze the access that various groups and individuals have had to justice, reward, and power, as those are

evident in the institutions in various times in their local community, in Vermont, in the United States, and in various locations world wide

-6.12 Students identify and evaluate the concept of human rights in various times in their local community, in Vermont, in the United States, and in various locations world wide.

.-6.14 Students understand the tensions between the forces of unity and those of disunity in various times in their local community, in Vermont, in the United States, and in various locations world wide.

Preparation for Teaching: Background reading from the textbook and supplemental readings. Also needed, are copies of primary and secondary source materials for the stations that students will be rotating through to examine and collect information. In addition, materials such as computers, paper, colored pencils, etc. for students to create their oral presentation with visual aids.

Activities: Students will complete readings and participate in a teacher-led lecture/discussion introducing the unit. Students will also rotate through several stations with primary and secondary sources where students will gather information to incorporate into oral presentations with visual aids. Students will present what they have learned to the class through oral presentations with visual aids such as a power point or large poster(s).

Assessment: Students will be formatively assessed through completion of readings and questions as well as through participation in discussions and stations. Students will be summatively assessed on their oral presentation (using school-wide oral presentation rubric with modifications to fit the specifics of this unit- e.g. intended learning outcomes) and visual aids. *See Appendix

Accommodations: Accommodations such as fewer readings or excerpts of readings, group work for oral presentations and visual aids, only presentation, or only visual aid are some accommodations that could be made for students who need or require accommodations.

Annotated Bibliography:

American Abolitionists Knowledge Cards, New-York Historical Society.

I bought these cards at the gift store of the national park while visiting Seneca Falls and the Women's Rights National Historic Park. All of these cards offer an image on one side and a concise, detailed write-up on the other side. Half of these cards are about men and women abolitionists, while the other half are essays about a variety of topics including abolitionist newspapers, revolts, the Underground Railroad, and the role of black and women abolitionists. These cards are a good way for students to get an introduction to many abolitionists and

the abolitionist movement. They may work well as stations themselves or as a station among other items.

Ginzberg, Lori D. *Untidy Origins; A Story of Women's Rights in Antebellum New York*. Chapel Hill: University of North Carolina Press, 2005.

Untidy Origins is a well written book examining the genesis of a very specific, unique document within the broader context of the emerging women's rights movement of the antebellum period. Ginzberg explores the lives, motivations, and goals of the authors of the "Petition for Women's Rights (1846)" enlightening the reader as to the possible explanations for why this document occurred when it did in the way that it did. While this book is very informative as well as eye opening to the intricacies of the time period it is not a book I would use in the high school classes I teach or recommend for the high school level. As an educator and a social studies teacher I appreciate the knowledge and information I gained through reading this book and will bring this into my classroom; it may be appropriate to use short selections. The depth and specific focus of the book make it ideal for a college course on the women's rights movement in antebellum America.

Leighow, Susan and Sterner-Hine, Rita. *The Antebellum Women's Movement-1820-1860-A Unit of Study for Grades 8-11*. Los Angeles: University of California, 1998.

This is one of the resources that I received from the Teaching American History course. This is a compilation of primary sources with questions that correspond to each source. The primary sources vary from pictures to letters to broadsides to diary entries among others. The primary sources are organized into four lessons with objectives and lesson activities for each lesson. Any of the lessons could be done independently from the others. Individual primary sources and their corresponding questions could also be used independently from the lessons. Thus, this resource allows for a great deal of flexibility for and applicability to a variety of classroom and/or curriculum needs.

Ripley, Peter C. Editor. *Witness For Freedom: African American Voices on Race, Slavery, and Emancipation*. Chapel Hill: University of North Carolina Press, 1993.

This book is a compilation of primary sources put into perspective based on a variety of Abolitionist topics. The introduction provides a wealth of information as well as background information on many of the topic areas. Excerpts from the introduction could be used with some of the primary sources for classroom use. I enjoyed being exposed to this myriad of primary source material as a way of learning about many race, slavery, and emancipation issues. Many of the writings are great stories unto themselves, and also provide wonderful accounts of the different feelings and opinions of those so greatly affected by the events of this time period. Because this book is a compilation of

primary sources put into perspective based on a variety of Abolitionist topics makes it very useful. Any of the documents can be used individually in the classroom as part of a unit on Antebellum America or several together could be used to examine one of the topics, such as slave narratives, and their impact.

Salerno, Beth. *Sister Societies: Women's Antislavery Organizations in Antebellum America* Dekalb: Northern Illinois University Press, 2008.

This book is a very interesting insight into the role that women played in the anti-slavery movement. Salerno's book looks at how and why women would work to end slavery, as well as the discouragements and outright resistance they faced to their efforts. The substance of what Salerno writes about I found really enlightening. Prior to reading her book I really had no idea that women played such an important role in the anti-slavery movement. I also did not realize how much women had to overcome to merely take part in the anti-slavery movement due to social resistance to their changing role in society as well as to the idea of women and men meeting together. Her insights and information are great to bring into the classroom, especially with the lack of information on women and their significance in high school history textbooks.

Sklar, Kathryn Kish. *Women's Rights Emerges within the Antislavery Movement 1830-1870: A Brief History with Documents*. Boston: Bedford/St. Martin's, 2000.

I bought this book at the gift store of the national park while visiting Seneca Falls and the Women's Rights National Historic Park. Sklar divides this book into two parts. The first part is her writings on the emergence of women's rights within the anti-slavery movement. She discusses such topics as women claiming the right to act, redefining women's rights, the effect the issue women's rights had on the anti-slavery movement, and the birth of the women's rights movement. The second part is a wealth of primary source documents that correspond with each topic. Thus, this book not only offers a "brief" (while short in the number of pages it is very rich and complete in content) history, but also very many useful, pertinent primary source documents. This book is good for each part separately, but combined one can match topic areas with primary sources. For the classroom, it could be particularly useful to take excerpts from Sklar's writings and pair them with the appropriate primary source.

Stauffer, John. *The Black Hearts of Men; Radical Abolitionists and the Transformation of Race*. Cambridge: Harvard University Press, 2001.

John Stauffer presents an incredibly in-depth view of four prominent radical abolitionists and their relationship to each other and their common cause in antebellum America. Throughout the book Stauffer demonstrates the incredible research he has done, frequently using letters and meeting or convention notes to explore the relationships between Gerrit Smith, James McCune Smith, Fredrick Douglass, and John Brown as well the motivations each

had to achieve their shared goals for abolition and the extent to which each was willing to go to reach these. I found it especially interesting to learn about Gerrit Smith and James McCune Smith who are lesser known and whom I knew little about. I think that the information it provides, especially for Gerrit Smith and James McCune Smith, is useful for any teacher or historian for their knowledge and comprehensive understanding of the abolition movement and antebellum period.

Wellman, Judith. *The Road to Seneca Falls: Elizabeth Cady Stanton and the First Women's Rights Convention*. Chicago: University of Illinois Press, 2004.

I bought this book at the gift store of the national park while visiting Seneca Falls and the Women's Rights National Historic Park. This book is a great examination of what led to the Seneca Falls convention and the beginning of the women's rights movement. Wellman begins with the birth of Elizabeth Cady Stanton and continues *through* the Seneca Falls convention. She examines Quakers, legal reformers, and abolitionists, all who had an interest in expanding women's rights and role in society, and who were at the convention. This is a remarkably in-depth work with incredible detail. It is an excellent source for one to get a comprehensive background of the seeds of the women's rights movement. For classroom use, excerpts could provide insight into the issues, ideas, and feelings that came together and caused women to seek greater rights and a broader role in society.

Women's Rights National Historic Park program/pamphlet. National Park Service, U.S. Department of the Interior.

This is the typical pamphlet that one can get when visiting any national park. I got this pamphlet during our field trip to Seneca Falls. This particular pamphlet provides wonderful information that covers not only the Seneca Falls Convention, but what occurred before 1848 as well as during the later part of the 19th century through the 20th century. It is packed with concise information in a timeline format that could be very useful for classroom use and putting events in perspective with other events.

*Appendix

Oral Communications Rubric

CRITERIA	Proficient with Distinction	Proficient	Nearly Proficient	Below the Standard
Content: Organization	Explicit introduction; effective transitions; logical conclusion	Adequate introduction; evident transitions; logical conclusion	Limited introduction; inconsistent transitions or conclusion	Lacks introduction, transitions, or a logical conclusion
***<u>Knowledge of Subject</u> 50%	Specific, accurate details; comprehensive explanation (complete evidence of the role women played in the antislavery, of the difficulties women faced in achieving their goals due to societal beliefs, of how and why women are heroines not only of the freedom of enslaved blacks, but their own freedom as well)	Adequate details and explanation (partially complete evidence of the role women played in the antislavery, of the difficulties women faced in achieving their goals due to societal beliefs, of how and why women are heroines not only of the freedom of enslaved blacks, but their own freedom as well)	Uneven use of details or superficial explanation (some evidence of the role women played in the antislavery, of the difficulties women faced in achieving their goals due to societal beliefs, of how and why women are heroines not only of the freedom of enslaved blacks, but their own freedom as well)	Lacks details or explanation (little or no evidence of the role women played in the antislavery, of the difficulties women faced in achieving their goals due to societal beliefs, of how and why women are heroines not only of the freedom of enslaved blacks, but their own freedom as well)
Delivery: Enunciation	Clear consistent pronunciation	Few pronunciation errors	Repeated pronunciation errors	Mispronunciations detracts from speech
Fluency/Pace	Consistent and appropriate pacing and emphasis	Some inconsistency in pacing and emphasis	Inconsistent pacing and emphasis	Frequent pauses; little or no emphasis; distracts from presentation
Volume	Consistently audible; effective projection	Usually audible; attempts at projection	Inconsistently audible; lapses in projection	Inaudible; feeble attempt at projection
Tonality	Vocal variety; appropriate pitch and inflection	Vocal variety; sometimes effective	Uneven vocal variety	Monotone; No emotion or tone used
Timing	On time	Within 30 seconds	Within 45 seconds	Did not take note of time limits at all
Non-Verbal: Posture/Appearance	Effective presence that's suitable for the occasion.	Pleasant appearance; confident posture	Distracting posture or appearance	Posture and appearance interfere with effective presentation
Eye Contact	Frequent eye contact; familiarity with script apparent	Occasional eye contact; more reliant upon script	Infrequent eye contact; script often read extensively	Glued to script with little or no eye contact

Oral Communications Rubric - continued

CRITERIA	Proficient with Distinction	Proficient	Nearly Proficient	Below the Standard
<p><u>***Props/Visuals</u></p> <p>40%</p>	<p>Integrally incorporated into presentation (clear evidence of the role women played in the antislavery, of the difficulties women faced in achieving their goals due to societal beliefs, of how and why women are heroines not only of the freedom of enslaved blacks, but their own freedom as well)</p>	<p>Usually incorporated into presentation (partial evidence of the role women played in the antislavery, of the difficulties women faced in achieving their goals due to societal beliefs, of how and why women are heroines not only of the freedom of enslaved blacks, but their own freedom as well)</p>	<p>Inconsistently incorporated into presentation (some/unclear evidence of the role women played in the antislavery, of the difficulties women faced in achieving their goals due to societal beliefs, of how and why women are heroines not only of the freedom of enslaved blacks, but their own freedom as well)</p>	<p>Rarely incorporated into presentation (little or no evidence of the role women played in the antislavery, of the difficulties women faced in achieving their goals due to societal beliefs, of how and why women are heroines not only of the freedom of enslaved blacks, but their own freedom as well)</p>
<p>Gestures/ Animation</p>	<p>Consistent body language and facial expression enhance speech</p>	<p>Some body language and facial expression enhance speech</p>	<p>Infrequent body language and facial expression to enhance speech</p>	<p>Little or no evidence</p>